

Methods A4-sized booklets were given for ASD children from 6 to 16 years to draw an imaginary family (L. Corman), a human figure (Buck) or a free drawing.

Results In most of the drawings of ASD children, we could find at least one of the three criteria of ASD: social deficits, communication difficulties and restricted interests.

Conclusions A projective technique as drawing could help us to discover additional information about our patients, specially children and mainly the ones who had problems with the expression of feelings like ASD children.

The act of drawing can be used to understand children's struggles, their internal world. Moreover, it could also help the children gain insight and review progress through drawing records.

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EV0093

Reconceptualizing agitation in autism as primary affective dysregulation: Case report and literature review of use of quetiapine in a patient with Treacher–Collins syndrome and autism

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This case report describes the successful use of low dose quetiapine in the treatment of agitation in a patient with Treacher–Collins syndrome (TCS) and suspected autistic spectrum disorder (ASD). Results from this case report found better efficacy in controlling symptoms of agitation in ASD utilizing lower doses of quetiapine. TCS is a genetic disorder that is characterized by a mandibulofacial dysostosis but is not associated with developmental delay, nor is it associated with a high risk of co-morbid autism, and to our knowledge, there are no previous reports of a co-occurrence of TCS and ASD in the extant literature. There are reports of mandibulofacial dysostosis associated with co-morbid developmental delay that are similar but distinct from TCS, however these reports do not comment on the treatment of agitation in this patient population. The results described in this case report demonstrate a reduction of agitation with low dose quetiapine, and offers support for the reconceptualization of agitation in ASD as a primary affective dysregulation which is also in line with evidence from the extant literature regarding the neurobiologic basis of aggression.

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EV0094

Compassionate Attributes and Action Scale for adolescents: Adaptation and validation

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Introduction Compassion can be defined as an intentional sensitivity to the suffering, with a motivation and commitment to try to relieve it, which can have a positive impact on individuals' emotional and psychological well-being. The relevance of compassion focused therapies is well established and this makes the development of reliable instruments for the assessment of the

different facets of compassion targeting different age groups crucial for research and clinical practice. The Compassionate Attributes and Actions Scale (CAAS) aims to assess compassion on three directions: self-compassion, compassion for others or compassion received from others. Each of the scales assesses one's compassionate attributes and compassionate actions separately when dealing with difficult or painful situations.

Objective/aim This study aimed to adapt the CAAS for adolescents and to explore its factor structure and psychometric properties in a sample of Portuguese adolescents.

Methods A total of 336 Portuguese adolescents with ages ranging from 12 to 19 years old participated in the study. Several exploratory factor analyses were conducted.

Results Exploratory factor analysis showed that, except for the attributes section of the self-compassion scale (that showed to be bi-factorial), all the other scales (and their sections) presented a single-factor structure. The three scales, and its sections, demonstrated a good reliability and excellent test-retest reliability and good convergent and discriminant validity.

Conclusion Results were in line with the factor structure found in the adults' version. The scales and its sections have shown good psychometric characteristics and constitute a useful instrument to assess and investigate the three directions of the compassion.

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EV0095

Assessment of test anxiety in Portuguese adolescents: Psychometric properties of the Cognitive Test Anxiety Revised

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Introduction Test anxiety represents a considerable personal burden due to its interfering nature and is associated with a range of deleterious life trajectories, encompassing school difficulties and health consequences. Although test anxiety seems to be highly prevalent and the pathological symptoms are similar to those of other childhood anxiety disorders, there are specificities that deserve a more in-depth approach. Given that adolescents seem to experience test anxiety in several school grades there is a need for a valid and reliable scale to measure test anxiety in school age students.

Objective This study aims to adapt and analyse the psychometric properties of the Cognitive Test Anxiety Revised (CTAR25) for Portuguese adolescents. In addition, the convergent and divergent validities were examined with related constructs.

Methods Participants were 279 adolescents, with ages between 12 and 19 years old, attending middle and high schools. Together with CTAR₂₅, participants also filled out self-report questionnaires assessing tests anxiety (TAI), self-esteem (RSES), procrastination (QPE) and worry (PSWQ-C).

Results The scale showed good internal consistency, good test-retest reliability, and good validity. Factor analysis revealed the existence of two factors with good internal consistency.

Discussion Results showed that the Portuguese version of CTAR-25 is a valid and reliable self-report instrument for the assessment of test anxiety in adolescents, replicating the findings of the original version.

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